



Investigating Students Attitudes Toward Private Sector Work during Study in Saudi Arabia

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Abstract

Purpose: The purpose of this research paper is to identify the student attitudes toward private sector work during study.

Methodology: The study used a comprehensive social survey (including questionnaire and interviewing) distributed to students and experts in departments and colleges in King Saud University (KSU) and Princess Nora University (PNU).

Findings: The study found that student attitudes can be influenced by the financial and social security achieved through private work during study, and the personal development of job skills. Whereas society's inferior view to private work, study and working hours' conflicts, and the insufficient information about private work during study are some of the negative factors that influence their attitudes. It also emphasised the role of the private sector in influencing such attitudes by advertising job opportunities for students, giving them flexible work hours and providing training programmes. The study concludes with a proposal suggesting how to modify student attitudes toward private sector work during study.

Originality/value: The paper identifies the student attitudes toward private sector work during study and suggests a proposal that contributes to support students'

1
2
3 positive attitudes and adjust the negative ones; thus, helping to reduce the
4
5 unemployment rate among young people.
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9 **Keywords:** attitude; private sector; university students; labour market
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11 12 13 **Introduction** 14

15
16 People are the primary resource in the development of societies. Attention to
17
18 people requires attention to individuals throughout their various life stages, and youth,
19
20 in any society, are the source of its future energy and sustainable existence (Alsadhan,
21
22 2003). Therefore, career prospects and the employment of youth are one of the main
23
24 issues that closely relate to encouraging private sector projects to employ a large
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26 number of youth; overcoming the stereotype of private sector work as well as
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28 strengthening positive attitudes related to this work are essential (Arrushood, 2006).
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30

31 *Purpose:* 32

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34 In a review of the studies that addressed university students' attitudes toward
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36 private sector work in Saudi Arabia, the Manpower Council (1996) stated that there is
37
38 a significant decline in the proportion of Saudis working in the private sector resulting
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40 from lack of encouragement to work in the private sector, a preference for
41
42 government work, and a lack of enthusiasm for acquiring new skills.
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46 Practical education unlike strictly academic education achieves educational
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48 outcomes in accordance with the requirements of the labour market. Thus,
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50 incompatibility can result from the imbalance of students' distribution among majors
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52 required in the labour market, not involving the private sector in admission policies
53
54 and not developing curricula to meet labour market needs (Alqahtani, 1998).
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3 Given the current situation, the Saudi labour market will face difficulties in
4 absorbing university graduates. This is indicated by expectations concerning future
5 national manpower growth, and economic trends. The government sector in the
6 Kingdom has long since reached a saturation point, while the private sector still
7 believes that graduates do not adapt to their requirements (Hariri, 2001).
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13 Therefore, it is necessary to provide students with the skills, knowledge, and a
14 clear vision to develop their ability to cope with reality. This will contribute to
15 changing their attitudes toward work, and their beliefs about rejecting the private
16 sector in favour of work in the government sector (Redha, 2003).
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22 *Research Importance*

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25 The importance of this study is that:

- 26 a. youth are considered in relation to this important issue because they affect
27 the progress of the society as a whole.
- 28 b. the study deals with one of the issues related to unemployment.
- 29 c. adapting to a new culture can meet the requirements of the current stage of
30 Saudi development by changing the negative attitudes that impede students
31 eventual integration into the labour force.
- 32 d. identifying students' attitudes toward working in the private sector during
33 study can lead to practical proposals that can inform university policies.
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48 **Literature Review**

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50 There is a considerable amount of studies that dealt with students' attitudes
51 toward private sector work. Most studies have emphasised the importance of
52 spreading the culture of private sector work among youth and the need to address the
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3 obstacles that prevent its acceptance. However, they did not provide a development
4
5 plan to change student attitudes toward private work during study.
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7
8 Hariri (2001) examined the role of private university education in supplying
9
10 the labour market with required workforce in Saudi Arabia. According to him, the
11
12 most important reasons that led to establish this type of education is the
13
14 incompatibility of the outcomes of public higher education with labour market's
15
16 needs.
17

18
19 Almunif (2008) reported that university students have positive attitudes
20
21 toward private sector work. He also found that academic advising does not meet
22
23 student needs and that some social customs hinder them from working in the private
24
25 sector.
26

27
28 Alkhwaja (2011) noted a decreased tendency toward private work compared
29
30 to government work. Moreover, males' and females' attitudes and preferences are
31
32 dissimilar in which males prefer private work and females prefer government work.
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36 Debabenah and Alawawidah (2012) found that there is a gap in representing
37
38 males and females in the organizational structure. This could be in terms of their
39
40 number or in terms of the low representation of women in decision-making and senior
41
42 leadership positions. Women representation in base-level administrative jobs, on the
43
44 other hand, is higher which is consistent with the stereotyping of women's work.
45
46 However, when it comes to the prevailing culture and available opportunities, most
47
48 decisions about men and women in institutions were generally characterised by
49
50 gender neutrality.
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52
53 Fusco (2012) focused on youth work by presenting the current trends in
54
55 employing young workers. The study brings an international list of contributors to
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1
2
3 collectively form a vision for the field of youth work, and share what they have
4
5 learned through decades of expertise in training and teaching young workers.
6

7 Mubarka et al. (2012) indicated that entrepreneurial characteristics of graduate
8
9 students were represented in self-efficacy, efficiency and commitment and
10
11 entrepreneurial inclinations were the most important factors. The research showed
12
13 that majority of the students have the potential to become an entrepreneur and their
14
15 responses were positive. However, demographic factors have a minor impact on
16
17 entrepreneurial attributes. These attributes can be enhanced by offering certain
18
19 courses which help in developing entrepreneurial skills.
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22
23 Alsaudi (2016) reported that youth's positive attitudes toward working with
24
25 the private sector in small jobs like in supermarkets, restaurants, shopping malls, etc.
26
27 range from medium to high. He added that efforts in increasing the effectiveness of
28
29 the private sector in recruiting youth should be continued through financial support
30
31 and strict application of nationalising jobs.
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34 Ibrahim et al. (2017) found that graduates in Oman have a positive attitude
35
36 towards entrepreneurship, but they prefer not to start their own business after
37
38 graduation. The study emphasised the importance of educating graduates about
39
40 business and its risk, as well as promoting entrepreneurship education, which can
41
42 positively influence graduates' attitudes. It also stressed the role of the government,
43
44 universities and business incubators in changing the attitude of graduates toward
45
46 entrepreneurship and setting effective entrepreneurship strategies.
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50 Schulze-Cleven and Olson (2017) highlighted the consequences of the
51
52 relationships between state authorities and universities in three countries of higher
53
54 education, the United States, Germany, and Norway. The study argues that welfare
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3 countries have emphasised market principles in university governance. The socio-
4
5 economic effects of involving market principles suggest “the need to moderate
6
7 expectations on the ability of reformed higher education systems to contain
8
9 contemporary societies’ centrifugal forces”.

10
11
12 Millman (2017) examined the institutional environment for entrepreneurship
13
14 for graduates in China. She found that there are more drawbacks of entrepreneurship
15
16 in some regions of China because of the different levels of infrastructure provision,
17
18 and that much can be learnt from current experiments taking place across China
19
20 which have often been related to various forms of taxation incentive. Her study
21
22 emphasised the importance of establishing new ways to help graduates become more
23
24 entrepreneurial and innovative.
25

26 27 **Attitude Theory**

28
29 The individual's positive and negative attitudes toward a particular subject are
30
31 seen as having to do with their behaviour in situations related to their life, their
32
33 belonging and appreciation of society. This theory is used to interpret the attitudes of
34
35 individuals and determine its components, whether sentimental, cognitive or
36
37 behavioural. It is relevant to the current study and the factors affecting the formation
38
39 of such attitudes because it can be used to influence student attitudes toward private
40
41 work (Ahmed, 2003).
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43

44 45 **Maslow’s Hierarchy of Needs**

46
47 Self-realization is a central psychological need that animates human
48
49 behaviour, and motivates people to continue to grow and learn. Maslow’s theory
50
51 (1943) can be used to identify human needs and their priorities. It also explains
52
53 human behaviour to understand attitudes toward working in the government or private
54
55 sector. Here, Maslow is used to describe the factors affecting students’ attitudes
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2
3 toward private work and the influences that can change their attitudes; thus, his
4
5 hierarchy was used to inform the conceptual framework for the suggested proposal
6
7 outlined below (Shahib, 1968).
8

9 10 *Research Problem*

11
12 Based on the assumptions underlying the theories of attitudes and Maslow's
13
14 hierarchy in explaining human behaviour, the literature shows the lack of
15
16 harmonization between educational outcomes and the labour market (Hariri, 2001),
17
18 and the important role of government and private institutions in encouraging a private
19
20 sector work culture among students; the problem of the current study can be identified
21
22 as the need to measure students' attitudes toward private work during study and the
23
24 factors influencing these attitudes.
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27 28 *Student Attitudes Toward Private Sector Work*

29
30 Attitude refers to the outcome of an individual's responses to a certain subject
31
32 of a social nature, in terms of their support or opposition to the subject (Mansour,
33
34 1985). University students adopt the attitudes they hold for several reasons, including:
35
36 their surrounding environment, the traumatic experiences which affect their
37
38 behaviour, and their responses' to repetition (Salem, 1993).
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41
42 Students' attitudes vary in relation to the degree of trust they have in the
43
44 source of the message, the tension it raises, the type of individuals to whom the
45
46 message is directed, and the extent to which the prevailing social norms and the
47
48 attitudes to be changed are agreed upon (Adigun & Stephenson, 1992).
49

50 51 *Research Objectives*

52
53 The study aims to identify the university students' general attitudes toward
54
55 private sector work during study. It describes the students' demographic properties;
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1
2
3 measures the general attitudes of male and female students toward private sector work
4 during study; identifies the factors influencing such attitudes; identifies the obstacles
5 of private sector work during study; determines the role of private sector institutions
6 in supporting students' attitudes to work with them during study; and develops a
7 proposal to adjust these attitudes.
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13 **Methodology**

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15 This is a descriptive analytical study which is based on the scientific method
16 using social survey of student sample. To achieve the study's objectives, a
17 questionnaire was undertaken with students at KSU and PNU on their attitudes toward
18 private work during study. An informed consent was obtained by providing
19 participants with detailed information on the study along with the questionnaire.
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26 *Reliability and Stability of the Questionnaire*

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29 The stability of the instrument was calculated using Cronbach's alpha to
30 determine the estimated stability values of the questionnaire for a sample of 20
31 students, half of whom were drawn from each university.
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36 To achieve face validity, the tool was assessed by five faculty members from
37 the Faculty of Social Work in Helwan University, KSU and PNU. A statistical
38 validity was performed by using Coefficient's Alpha (Cronbach) of (0.87), which is
39 suitable for statistical stability. It was then revised, rephrased where necessary and
40 finalized.
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47 *Sampling*

48
49 A comprehensive inventory of all faculties at all levels was drawn up; it included
50 21 faculties and 19,853 students at KSU and 16 faculties and 36,982 students at PNU.
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52 A systematic stratified sample of 1% of students was drawn from each faculty for a
53 total sample size of approximately 200 male students from KSU and 370 female
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3 students from PNU. A purposive sample of ten experts (faculty members) from KSU
4 and PNU was selected who each have at least three years' of teaching experience and
5 an interest in youth issues displayed through their publications and research.
6
7

8 9 10 *Statistical Methods*

11
12 The data was analysed using (SPSS.V.17.0) software, and the following
13 statistical methods were applied: duplicates and percentages, arithmetic mean (AM),
14 standard deviation (STD), range, Cronbach's alpha, Pearson's r, chi-square
15 correlation coefficient, contingency coefficient, Gamma correlation coefficient,
16 independent samples t-test, one-way ANOVA, and Fisher's LSD test.
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23 **Results and Discussion**

24
25
26 In describing the research population, the results showed that the average age
27 of male and female students is 22 with a standard deviation of two years. The average
28 number of male students' family members is 7 with a standard deviation of two
29 members while the average number of female students' family members is 9 with a
30 standard deviation of two members. As for family income, the average monthly
31 income of male students' families is SR16150 with a standard deviation of SR5116,
32 and the average monthly income of female students' families is SR16567 with a
33 standard deviation of SR4808. In regards to students' guardian's work, the majority of
34 KSU students' guardian work in the government sector by (47.5%), followed by those
35 who are self-employed (22.5%), or retired (15.5%); the fewest are those in the private
36 sector work (14.5%). Among PNU students, those in the government sector are in the
37 majority (47.6%), followed by the retired (23.2%), the self-employed (18.6%), and
38 the private sector (10.5%).
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56 <Insert Table 1 here>

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5 The results revealed that KSU students showed high levels of interest in private
6 sector work during their studies, with an average score of 3.7. This indicates that the
7 private sector owns a lot of projects, but it is their duty to develop the Saudi
8 workforce by providing job opportunities and training. This is in good agreement with
9 Almunif's study (2008) who found that university students have positive attitudes
10 toward private sector work.
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18 Attitudes of PNU students were similar with an average of 3.78. This indicates a
19 need for real employment opportunities for students to encourage and support private
20 sector projects and change youth's negative view toward private work while
21 supporting their positive attitudes. The results concur well with Alkhawaja's findings
22 (2011) in relation to favouring government work and how males and females are
23 different in their work preferences.
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32 Both male and female students agree that private sector work provides
33 professional experience and knowledge and achieves financial security as well as
34 trains them to take responsibility. They also see that private sector work may be
35 different from their interests. Therefore, the private sector should provide jobs that
36 suit youth interests.
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46 <Insert Table 2 here>
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50 The factors influencing the attitudes of KSU students toward private work
51 during study were classified as average with a score of 2.96. In fact, participation of
52 young people in public life at all levels is one of the main requirements to achieve
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3 comprehensive and sustainable development in a society. The results support the
4 previous findings of Ibrahim et al. (2017) in which students have positive attitudes
5 toward entrepreneurship, but they need to have an understanding of business and its
6 risk.
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11
12 The factors influencing the attitudes of PNU students were classified as
13 average with a score of 3.02. Universities have an important role in encouraging
14 students to work in the private sector during study and in overcoming the obstacles
15 that may hinder their work. These values correlate favourably with Schulze-Cleven
16 and Olson (2017) and further support the role of university management in
17 strengthening job market principles.
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24
25 Male and female students also agree that private sector employment helps
26 them to increase family income, learn future job skills and gain knowledge about
27 labour market's needs. However, they believe that private sector work may affect
28 their academic performance. Therefore, private sector employers should provide job
29 opportunities for students suitable for their study conditions.
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39 **<Insert Table 3 here>**
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41

42 The results showed that obstacles affecting university students' attitudes toward
43 private sector work during study for KSU students can be classified as high with an
44 average of 4.04. This may be due to the fact that the prevailing values and customs do
45 not encourage female students' work during study, as well as students' lack of
46 sufficient knowledge about private sector institutions. As put forward by Hariri
47 (2001), it is evident that some students consider private university education in Saudi
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3 Arabia because of the incompatibility of the outcomes of public higher education with
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5 the labour market's needs.
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8 As for PNU students, the obstacles affecting attitudes were also classified as
9
10 high (3.58). Indeed, universities need to review their current philosophy, programmes
11
12 and plans in order to achieve the demands dictated by development in its new social
13
14 form, which aims to provide qualified personnel who understand these serious
15
16 changes in the structure of the society and its sectors. This is consistent with
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18 Dababneh and Alawawdeh (2012) who state that there is a gap in the representation
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20 of males and females in the organizational structure of the institution, both in terms of
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22 number or in terms of representation of women in decision-making and senior
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24 leadership positions.
25

26
27 Similarly here, students agree that values and customs do not support female
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29 students' work during study. They also believe that long working hours negatively
30
31 affect students' academic achievement, working hours conflicts with study time, as
32
33 well as the view of students who work during study as inferior.
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38 **<Insert Table 4 here>**
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43 As shown above, the role of the private sector in supporting students' attitudes
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45 toward private work among KSU students is very high, with an average of 4.41.
46
47 Private sector must assume its responsibility in changing university students' attitudes
48
49 toward working with them by encouraging students to work, providing training
50
51 opportunities, and developing their skills in line with the requirements of
52
53 development. As proposed by Alsaudi (2016), material support and nationalising jobs
54
55 can increase the effectiveness of the private sector in recruiting young people.
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3 Among PNU students, the average was also high at 4.3. The economical
4 development needs workforce who understand the fundamentals of work and
5 production and have the necessary knowledge and skills. Therefore, offering
6 entrepreneurial courses can increase students' entrepreneurial skills (Mubarka, et al.,
7 2012).

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14 Students agree that the private sector should announce job opportunities for
15 students during study. They should also offer them appropriate salaries for the type of
16 job they do in order to encourage them to work during study. In fact, employers
17 themselves could be the reason of why students are averse to work in the private
18 sector.

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27 **<Insert Table 5 here>**
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31
32 The results showed there is a significant positive relationship at significance
33 level (0.01) between students' attitudes toward the private work during study, the
34 factors influencing their attitudes, and the role of the private sector in supporting such
35 attitudes as defined by KSU and PNU students. Once again, it confirms the earlier
36 findings in the literature (Almunif, 2008) regarding youth's positive attitudes toward
37 working in the private sector. Students also agree on the nature and shape of
38 relationships between the dimensions of attitudes toward private sector work during
39 study.

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52 **<Insert Table 6 here>**
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3 Table 6 shows that there were statistically significant differences at the 0.05
4 level among KSU students and PNU students in their attitudes. The results were
5 stronger among PNU students.
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9 There were statistically significant differences at the 0.01 level among KSU
10 students and PNU students in relation to the factors influencing their attitudes. The
11 results were stronger among PNU students.
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15 Significant differences were found at the 0.01 level among KSU students and
16 PNU students concerning obstacles influencing students' attitudes; these were higher
17 among KSU students.
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21 There were no significant differences among students in either university with
22 respect to the private sector supporting students' attitudes toward private sector work.
23 Therefore, private sector needs to attract students and provide them with incentives in
24 various forms, especially since university youth are shifting toward the government
25 sector because of its job security and other advantages.
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36 **<Insert Table 7 here>**
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41 As shown in Table 7, there is a significant positive relationship between age,
42 number of family members, guardian's work and the attitudes of KSU students
43 toward private work during study. There is also a statistically significant negative
44 relationship between the average monthly income of students' families at KSU and
45 their attitudes.
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51
52 There is a significant positive relationship between the number of family
53 members, guardian's work, and the attitudes of PNU students toward private work
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3 during study. There is no significant positive relationship between age and the
4
5 average monthly income of students' families at PNU and their attitudes.
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8 *Semi-structured Interview Results from Experts at KSU and PNU*
9

10 The results from interviewing experts showed that their average age was 44,
11
12 and they had an average of 19 years of experience in their field with a standard
13
14 deviation of three years. Ninety per cent had a doctorate degree, and 90% were
15
16 academics.
17

18
19 Experts see that the difficulties which influence students' attitudes to working
20
21 in the private sector during study as the length of the working hours (90%); students'
22
23 lack of free time (80%); and the inability to combine study and work, and meet work
24
25 requirements (70%). This indicates an imbalance and incompatibility between the
26
27 learning outcomes and labour market needs, as well as the lack of material and human
28
29 resources that universities face in keeping pace with change. This is in complete
30
31 agreement with Alqahtani's conclusions (1998) in which the imbalance in students'
32
33 distributions between majors, not involving the private sector in admission policies
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35 and not developing curricula are some of the factors which lead to the incompatibility
36
37 of learning outcomes with the labour market's needs.
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41 Regarding experts' visions of the role of the private sector in supporting
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43 student attitudes to work with them, they believe that the private sector should
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45 facilitate tasks and consider students at work further (90%), communicate with
46
47 educational departments and advertise job opportunities there (80%), and give
48
49 students the appropriate time to study and work, and provide opportunities for
50
51 practical application of majors in areas of work in the private sector (70%). Similar to
52
53 Fusco's study (2012), a list of contributors should be established to form a collective
54
55 vision to support youth work and contribute to its field.
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3 Concerning their views on the suggested proposals to orient students' attitudes
4 toward private sector work during study, they believe there should be coordination
5 between the private sector and the universities (100%), consideration of certified
6 equivalences between theory requirements and working in a similar field (90%), and
7 giving students incentives (80%). There is a need for compatibility of the outcomes of
8 higher education with labour market's requirements, distributing students between
9 majors according to labour market's needs, and involving the private sector in
10 admission policies and curriculum development as well as the cooperation of the
11 relevant bodies responsible for the planning of the labour force. Because youth
12 represent the real energy, they should be given all the elements that support their role
13 in society. As proposed by Millman and Li (2017), new ways should be found to help
14 graduates become more entrepreneurial and innovative.
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29 *The Suggested Proposal*

31 The suggested proposal was based on literature review analysis, results of the
32 current study, tools and theoretical framework. It aims at modifying student attitudes
33 toward private sector work during study through: measuring the general attitudes of
34 male and female students toward private work during study, identifying the factors
35 that influence these attitudes, identifying the obstacles they face when working in the
36 private sector during study, and determining the role of private sector institutions in
37 supporting students' attitudes to work with them during study.
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47 The attitude theory was implemented through identifying the components of
48 the attitudes and behaviour of KSU and PNU students toward working in the private
49 sector during study, modifying their feelings and their negative response to work in
50 the private sector during study into positive feelings and responses, modifying
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3 students' knowledge and beliefs regarding private sector work, and directing KSU and
4
5 PNU students' behaviour towards the private sector work during study.
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7 Maslow's theory was used in the suggested proposal to increase students'
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9 motivation to fulfil their personal needs through working in the private sector during
10
11 study. This can be done through satisfying students' social and economic needs, and
12
13 developing the feelings of love and belonging in their relationship with others, thus
14
15 achieving a balance in their ability to adapt to their surroundings. This can also help
16
17 them understand the importance of status and power by developing a sense of
18
19 importance of their work which will drive them to make greater efforts in their work.
20
21

22 *Principles Underlying the Suggested Proposal*

23
24 -Complementarity: This is evident when dealing with students' attitudes toward
25
26 working in the private sector as one unit affects and is affected by other components
27
28 without fragmentation through their emotion, knowledge and behaviour.
29

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31 -Relying on scientific grounds: This refers to the use of the scientific methods and
32
33 theories which help in adjusting students' attitudes to work in the private sector
34
35 during study.
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38 -Agreement with objectives: This means that learning outcomes should be in line with
39
40 the labour market and provide trained cadres.

41
42 -Coordination: This coordination is between all concerned bodies of the university
43
44 and the private sector to offer job opportunities for students in order to develop their
45
46 skills and train them to work.
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49 -Awareness: Spreading awareness among students of the importance of the private
50
51 sector.
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54 -Motivation: Providing material and moral incentives to develop their motivation to
55
56 work in the private sector during study.
57

Implementing the Suggested Proposal

-Involving student participation in identifying the needs of the private sector during study.

-Training students in the skills required by the labour market.

-Encouraging students through educating them about the financial resources that work can provide, and the need to achieve an education that meets labour market requirements.

-Addressing students' beliefs and misconceptions through seminars and workshops that show the importance of the private sector in contributing to economic development.

Conclusion

This study has focused on student attitudes toward private sector work during study. It has tried to determine demographic factors for male and female university students at KSU and PNU; the obstacles to private sector work during academic education; the role of private sector institutions in supporting those students; and finally, it has suggested a development plan to modify students' attitudes toward private work.

The study has found that private work during study can achieve economic, psychological and social security, experience and knowledge of a profession. Learning job skills, increasing family income and gaining information about labour market needs were some of the factors that influence student attitudes toward private work during study.

However, there are obstacles that influence such attitudes, including students' misconceptions about private work, study and working hours' conflicts, lack of

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3 information about private work and the negative effect of work during study on
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5 students' performance.
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8 Therefore, private sector has an important role in supporting student attitudes
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10 toward work during study through announcing job opportunities for students during
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12 study, giving priority to hire students who had previously worked during study, giving
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14 appropriate salaries and incentives, and providing training programmes.
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17 The findings of the study indicate without any doubt the impact of students'
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19 attitudes on their work. Still, more future research is needed in the field of youth
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21 work to help modifying students' negative attitudes toward private work. In
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23 particular research on the contributions of youth centres' programmes in developing
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25 the private work culture among university students, contributions of youth care
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27 programmes in forming students' attitudes toward private sector work, contributions
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29 of civil society's organisations' programmes and contributions of the private sector
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31 in forming students' attitudes toward private work would all be interesting to be
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33 investigated.
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Investigating Students Attitudes Toward Private Sector Work during Study in Saudi Arabia

Tables

Table 1. Students' attitudes toward private sector work during study (n=570)

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
1	I prefer private sector work during study	4.12	0.93	5	3.71	1.2	9
2	I encourage my colleagues to work in the private sector during study	3.14	1.09	13	3.71	1.02	8
3	I think of working in the private sector during study	3.43	1.23	10	3.58	1.04	10
4	Working in the private sector during study is an investment in time	3.26	1.18	11	3.72	0.69	7
5	Working in the private sector is in line with my interests	3.07	1.11	14	3.44	0.95	14
6	Family encourages private sector work during study	3.16	1.33	12	3.22	1.24	15
7	I feel financially fulfilled when I work in the private sector	3.5	1	8	3.48	1	13
8	Students working in the private sector have high income levels	2.6	1.2	15	3.48	0.91	12
9	Private sector work during study gives me professional experience and knowledge	4.36	0.74	4	4.56	0.73	1
10	I feel proud and confident to work in the private sector during study	3.86	1.03	6	4.09	1.08	4
11	Private sector work during study achieves tangible benefits	3.79	0.74	7	3.79	0.66	5
12	Private sector work during study trains students to take on responsibility and future burdens	4.46	1.06	3	4.39	0.81	2
13	Private sector work during study achieves financial security	4.65	0.73	1	4.24	0.85	3
14	Private sector work during study achieves social and psychological security for students	4.65	0.91	2	3.75	1.15	6

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
15	Private sector work during study is in line with my future ambitions	3.43	1.1	9	3.56	0.96	11
	Variable as a whole	3.7	0.48	High level	3.78	0.35	High level

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Table 2. Factors influencing students' attitudes toward private sector work during study (n=570)

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
1	The university encourages students to work in the private sector during study	2.64	1.04	13	2.47	1.15	19
2	Some specialised courses require work in the private sector during study	4.15	1.06	3	2.85	1.23	12
3	Family approves of private sector work during study	1.72	0.97	19	3.17	1.28	6
4	Colleagues encourage me to work in the private sector during study	3	1.27	8	3.02	1.05	9
5	Working conditions in the private sector correspond to the study conditions	1.68	0.91	20	2.72	1.2	15
6	The nature of jobs available and the opportunities to work in private sector suit students' majors	2.03	1.18	14	2.47	1.02	18
7	Salaries in private sector work correspond to job description and qualifications	2.68	1.19	12	2.52	1.2	16
8	Salaries earned by students working during study are high	1.95	1.16	15	2.26	1.17	20
9	The private sector's working hours do not affect students' academic achievement	1.76	0.84	18	2.18	1.14	21
10	Jobs available in the private sector suit my future professional ambitions	2.7	1.31	10	2.83	1.21	13
11	Working in the private sector during study requires considerable experience, knowledge and skills	3.97	1.04	5	3.11	1.1	8
12	The private sector encourages students to volunteer without pay for paid work	4.13	1.01	4	2.94	1.29	10
13	Employment regulations in the private sector provide the opportunity to work during study	1.77	0.88	17	2.5	1.2	17
14	I have previous positive experiences with private sector work during study	2.8	1.33	9	3.76	1.02	4
15	Current labour laws encourage students to work during study	3.55	1.22	6	3.39	1.3	5
16	There are available job opportunities now for student work during study	2.68	1.04	11	2.77	1.07	14
17	Private sector work during study helps to increase family income	4.6	0.49	2	3.81	1.19	3

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
18	Private sector work helps to provide students with future job skills	4.72	0.45	1	4.37	0.86	1
19	Study takes most of the time and I find the time to work	1.88	1.01	16	2.92	1.14	11
20	I can handle study and private sector work	3.15	1.28	7	3.11	1.04	7
21	Working while studying in the private sector is an opportunity to gain knowledge and information about the labour market's needs	4.6	0.49	2	4.26	0.9	2
Variable as a whole		2.96	0.13	Average level	3.02	0.07	Average level

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Table 3. Obstacles affecting university students' attitudes toward working in the private sector during study (n=570)

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
1	Values and customs do not support the work of female students during study	4.3	0.81	2	4.38	0.85	1
2	The dominant image toward students working during study is one of inferiority	3.35	1.24	13	2.81	1.21	14
3	Students have insufficient information about private sector institutions	4.2	0.93	5	4.03	1.1	2
4	Private sector institutions require skills and expertise that students do not have during their education	4.15	0.94	7	3.52	1.1	8
5	Conflicts exist between working hours and study hours	4.29	0.8	3	3.67	1.1	6
6	Family do not approve of student's work during study	4.2	0.98	6	3.41	1.23	11
7	Available information on job opportunities in the private sector is scarce	4.2	0.93	5	3.69	1.18	5
8	The university does not encourage students to work during study	4.08	1.13	8	3.24	1.37	12
9	Job opportunities for students in the private sector do not suit their majors	3.9	1.14	10	3.5	1.22	10
10	Students' available knowledge and skills do not qualify them to work during study	3.6	1.12	12	3.52	1.21	9
11	Negative perceptions exist of students working during study and hindering them	3.95	1.23	9	3.12	1.2	13
12	The private sector's working hours negatively affect students' academic achievement	4.23	0.82	4	3.8	1.12	3
13	The prevailing conceptions and customs toward work during study negatively affect students' motivation to work	4.41	0.66	1	3.66	1.27	7
14	Students have little motive to work in the private sector during study and society does not encourage them	3.75	1.14	11	3.72	1.06	4
Variable as a whole		4.04	0.95	High level	3.58	1.11	High level

Table 4. Private sector role in supporting university students' attitudes toward working with them (n=570)

	Phrases	Male Students (n=200)			Female Students (n=370)		
		AM	STD	Order	AM	STD	Order
1	Private sector announces job opportunities for students during study	4.55	0.5	1	4.45	0.76	3
2	Encouraging students to work in private sector institutions while studying	4.25	0.83	8	4.53	0.5	2
3	Coordinating with chambers of commerce and the private sector to establish mechanisms organising the work of students during study	4.25	0.77	7	4.32	0.97	7
4	Employers support students' work during study	4.25	0.77	7	4.05	0.91	11
5	Reducing working hours for students during study	4.5	0.5	3	4.18	0.76	10
6	Giving students who work in the private sector appropriate salaries for the type of work they do which motivates them	4.5	0.5	3	4.64	0.48	1
7	Organizing training programmes for students before joining the private sector	4.5	0.5	3	4.34	0.82	5
8	Correcting negative conceptions towards private sector work among students	4.48	0.5	4	4.32	0.95	6
9	Providing moral, psychological and economic conditions in the private sector institutions to encourage students to work during study	4.35	0.91	5	4.36	0.93	4
10	Providing a suitable work environment inside the private sector	4.5	0.5	3	4.29	0.97	9
11	Giving students who work in the private sector certificates of experience which qualify them to work in the same field after graduation	4.3	0.78	6	3.82	1.01	12
12	Prioritizing private sector work for students who previously worked during study	4.51	0.5	2	4.29	0.83	8
Variable as a whole		4.41	0.59	Very high level	4.3	0.77	Very high level

Table 5. Correlation matrix of study variables (n=570)

Dimensions	Dimensions	Male Students (n=200)				Female Students (n=370)			
		Students' attitudes	Influencing factors	Obstacles	Role of the private sector	Students' attitudes	Influencing factors	Obstacles	Role of the private sector
1	Students' attitudes	1				1			
2	Influencing factors	0.487*	1			0.321*	1		
3	Obstacles	-0.404*	-0.453*	1		-0.319*	-0.352*	1	
4	Role of the private sector	0.465*	0.430*	-0.971*	1	0.409*	0.445*	-0.955*	1

** Significant at (0.01)

* Significant at (0.05)

Table 6. Significant differences among students in attitudes toward private sector work during study using t-test (n=570)

	Dimensions	Research community	(N)	AM	STD	(df)	t value	Significance
1	Students' attitudes toward private work	M	200	3.7	0.48	568	2.432	*
		F	370	3.78	0.35			
2	Factors influencing students' attitudes toward private sector work	M	200	2.96	0.13	568	7.413	**
		F	370	3.02	0.07			
3	Obstacles affecting students' attitudes toward working in the private sector	M	200	4.04	0.95	568	5.019	**
		F	370	3.58	1.11			
4	Private sector's role in supporting students' attitudes toward working with them	M	200	4.41	0.59	568	1.783	Non-significant
		F	370	4.3	0.77			

** Significant at (0.01)

* Significant at (0.05)

Table 7. Students' demographic variables and their attitudes toward private sector work during study (n=570)

	Demographic variables	Directions					
		Male Students (n=200)			Female Students (n=370)		
		Coefficient	Value and significance		Coefficient	Value and significance	
1	Age	Gamma	0.431**		Gamma	0.088	
2	Number of Family Members	Gamma	0.643**		Gamma	0.774**	
4	Guardian's Work	X2	312.610**	(S.S=69)	X2	474.878	(S.S=66)
		Compatibility	0.781**		Compatibility	0.750**	
		One Way ANOVA	45.004**	LSD 3>1,2,4	One Way ANOVA	26.029	LSD 3>1,2,4
4	Average monthly income of the family	Gamma	-0.432**		Gamma	0.048	

** Significant at (0.01)

* Significant at (0.05)